

**Number of Undergraduate Students: 855, Number of Graduate Students: 388**

[Target Faculties : Faculty of Engineering(555 students), Graduate School of Engineering (279 students)]

## 1. Objectives, Specific Image of the Ideal Global Human Resource

We aim to foster Global IMAGINEERS, or the engineers with professional expertise, creativity and practical skills, who can contribute to create a better life in historically, culturally diverse global communities.

## 2. Summary of the Plan

- 1) Development and implementation of overseas programs including overseas internship programs.
- 2) Implementation of practical English education in the Language Center
- 3) Organization of curriculum attaining an international standard

These are the three main pillars of the project and we will foster excellent human resources in the Faculty of Engineering and the Graduate School of Engineering who can work as highly skilled professionals in the global society of the 21st century and aim to promote high-quality education.

## 1. Internationalization of the Curriculum

### (I) Improving international recognition of the curriculum

We re-organize the whole curriculum including time frame of professional education in order to adopt the cap system and to plan the courses respecting credit requirements more strictly. We design a core curriculum of comprehensive subjects on which students can take action to solve challenging issues in the modern society.

### (II) Improvement of environment for Globalization

We appoint international program coordinators and expand Staff Development and Faculty Development trainings in order to develop staff members' skills to promote globalization of education and research in the university.



<Develop and expand international programs>

## 2. Efforts to Cultivate Global Human Resources

### (I) Practical Global Human Resource Development Programs

We further develop overseas programs which have been conducted through collaboration with international partners, overseas branches of UF International Students Alumni Association, and local companies that are expanding their business abroad. Students are expected to acquire abilities to cooperate with others and to flourish their potentials as they wish while making the most of their strong points through active learning in an international environment.

### (II) Strengthening Education for acquiring practical English skills

Leading by the Language Center, we strengthen students' English education so that students will acquire "usable" professional English to function in the real society.

### (III) International standardization of the curriculum

We implement benchmark of leading universities on curriculum internationalization and aim to establish a quality assurance model of education and research for local small or mid-scale universities in Japan.

## 3. Improvement of Foreign Language Competencies

### (I) Effective language education and education systems

Language Center invents English education programs with "Integrated Skills Based on Vocabulary Building" based on the knowledge acquired through recent studies in the field of English as a Foreign Language, and carries out an integrated, comprehensive English teaching within the general education.

## 4. Faculty Development for Global Education

### (I) Globalization of Faculty

In order to advance a better English language education, the Language Center will employ foreign faculty members who are native speakers of English with ESL/EF teaching qualifications and Japanese faculty members who have taken a degree abroad.

### (II) Efforts for enhancing global education

Faculty members are encouraged to take part in teaching opportunities at partner universities abroad and to chaperon short-term study abroad programs. We will also develop a new short-term overseas training program and promote taking a sabbatical. It all leads to higher-quality education and research and to curriculum with international validity.

## 5. Support System to Promote Study Abroad

### (I) Motivating and promoting study abroad

We create a roadmap providing information on international experiences and guiding students from enrollment through graduation. We assign students assistants (SA) and faculty members to help our students plan and prepare for studying abroad by following the roadmap. We also create a database of comprehensive information on study abroad and international experiences in order to provide carefully constructed guidance.

### (II) Developing a support system for studying abroad

We hold obligatory orientation sessions for all the students who participate in overseas programs, and offer various support services through collaboration with the Student Services Center and the Health Administration Center. We also establish a support system for helping students make the most out of their international experience and choose the right career path.

### Specific Competencies for Graduates

Based on English skills necessary to work with multi-national projects, which are sought by industry, we set English proficiency standard as 750 on the TOEIC test or 550 on the TOEFL PBT at the time of graduation from university. In addition to attain this level of proficiency in English, students aim to attain an elementary level of proficiency in a language of East Asia or South East Asia. Moreover, with the aim of fostering excellent human resources who can actively work as a highly skilled professionals in the global society, students are expected to acquire 1) creativity, 2) self-directed ability, 3) problem solving ability, 4) general and specialized knowledge and 5) communication skills by graduation or by the time of completion of the course.

### Indicative Outputs of the Project

Total		2011	2012	2013	2014	2015	2016	
Number of students who meet requirements for foreign language proficiency				7	12	25	50	
Of the above, Number of students not to study abroad (A)				5	8	18	25	
Number of students studying abroad (b)		16	16	31	42	53	60	
Number of graduates (C)		555	555	555	555	555	555	
Ratio ((A+B)/C)				6.5%	9.0%	12.8%	15.3%	
Faculty of Engineering	Requirement for Foreign Language Proficiency	TOEIC 750 or TOEFL PBT 550		7( 5)	12(8 )	25(18 )	50( 25)	
	Number of Students Studying Abroad		16	16	31	42	53	60
	Less than 3 months		16	16	30	40	50	55
	3 months to 1 year		0	0	1	2	3	5
	More than 1 year		0	0	0	0	0	0
Number of graduates		555	555	555	555	555	555	

Note:

\*1 The number in "( )" indicates "Number of students not to study abroad with credit recognition or credit transfer" out of "Number of students who meet requirements for foreign language proficiency".

\*2 "Number of students studying abroad" excludes the number of students studying abroad without credit recognition or credit transfer.